

# Interim Assessments by Smarter Balanced

- Interim Comprehensive Assessment (ICA)
- Interim Assessment Blocks (IAB)
  - Both fixed form for 2014-15
- Not for school/ student accountability purposes
- Not for teacher effectiveness measurement
- These are not Idaho State required assessments
- Grades 3-8 and HS (11)

# **Timeline for Interim Assessment availability**

November 25, 2014	November 26, 2014	December 15, 2014	December 30, 2014	January 6- 8, 2015	February 2015	March 30, 2015
Idaho Test Portal goes Iive (AIR)	ICA test packages available to states	Idaho Bias and Sensitivity committee convenes Senate Bill 1396 Idaho Code 33-133	IAB test packages available to states	Bias and Sensitivity committee final meeting	Final State Board approval on items	Summative Test window open

### **Interim Assessment**



# Interim Assessment Statement of Purpose

#### Statement of Purpose for the Smarter Balanced Interim Assessment

The Smarter Balanced Assessment System has three major components: end-of-year *summative* assessments designed for accountability purposes; a suite of tools and resources that support classroom-based *formative* assessment practices; and *interim* assessments designed to support teaching and learning throughout the year by providing:

- Meaningful information for gauging student progress toward mastery of the skills measured by the summative assessments; and
- Assessments of the Common Core State Standards, which can be used at strategic points during the school year.

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and English language arts/literacy. The items for the interim assessments are stored in an item bank that is separate from the item bank that supports the summative assessments. There are no security expectations for the items in the interim assessment item bank, and the interim assessments are not intended to be used for accountability purposes.

### **Interim Assessments**



# Interim Assessment Structure and Understandings

	Interim Comprehensive Assessments (ICAs)	Interim Assessment Blocks (IABs)			
Description and Purpose	The ICAs will meet the blueprint of the summative assessment. They provide teachers with information on a student's  1. general areas of strength or need based on the Common Core State Standards (CCSS), and/or  2. readiness for the end-of-year summative assessment.	The IABs are short, focused sets of items that measure several assessment targets. Results provide teachers with information about a student's strengths or needs related to the Common Core State Standards (CCSS).  The number of blocks varies by grade and subject area. There are between five and seventeen blocks per subject per grade.			
Anticipated Administration Conditions	The interim assessments can be administered at any time during the school year. The item bank in the initial rollout of the interim assessments will be limited in depth. Therefore, if ICAs and IABs are administered more than once to the same students, individuals may be exposed to the same items several times.				
Grades Supported	<ul> <li>Grades 3, 4, 5, 6, 7, 8, and high school</li> <li>Assessment administration is not constrained by grade level (e.g., a fifth-grade ICA/IAB can be administered to grades above or below fifth grade).</li> <li>The high school ICAs are constructed to be consistent with the grade 11 summative blueprints. High school IABs are constructed to focus on content that would be appropriate across grade levels. Schools or districts may choose to administer the high school interim assessments in grades 9, 10, 11, and/or 12.</li> </ul>				
Interim Assessment Blueprint Characteristics	The ICAs are consistent with the associated summative blueprint.  ICAs will be provided as fixed forms.  ICAs will also be adaptive when item counts are adequate.	IABs assess the same targets by grade level as are specified in the summative blueprints.     IABs will be provided as fixed forms and will be available as item counts support.     IABs will also be adaptive as appropriate by content and when item counts are adequate.			
Item Specifications	Items used in the interim assessments were developed and field tested to meet the same quality criteria that are used for summative item development.				
Item Pool	Items for the interim assessments have been administered in the Field Test with all appropriate reviews and				

Note: This array of interim assessments will be available dependent upon item availability in the interim item pool. Additional items will be field tested in 2014-15, expanding the size of the interim item pool.

# **Definition (Crane 2008)**

Assessments administered multiple times during a school year, usually outside of instruction, to evaluate students' knowledge and skills relative to a specific set of academic goals in order to inform policymaker or educator decisions at the student, classroom, school, or district level. The specific interim assessment designs are driven by the purposes and intended uses, but the results of any interim assessment must be reported in a manner allowing aggregation across students, occasions, or concepts.

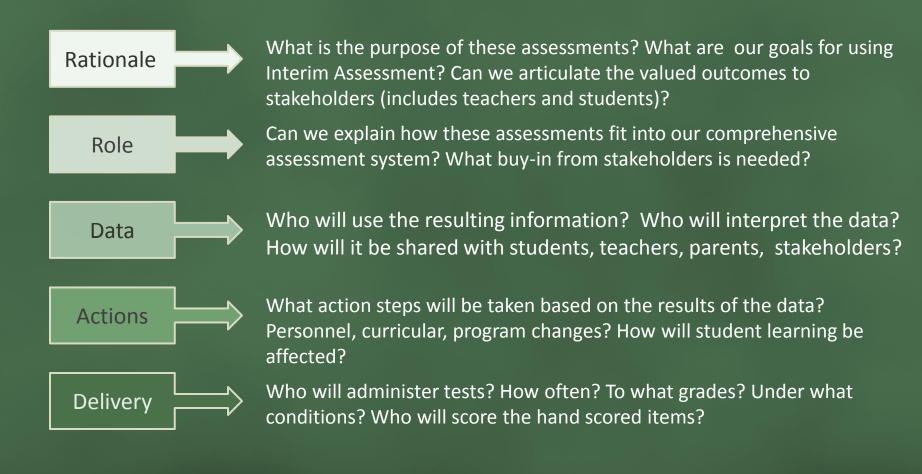
(p. 2) Council of Chief State School Officers' (CCSSO) collaborative on Technical Issues in Large-Scale
Assessment (TILSA), Crane (2008)

### **Smarter Balanced Interim Assessments**

- □ Psychometric scrutiny of items
- □ Aligned to Idaho Core Standards
- ☐ Use the same item types, blueprints and delivery system as the summative
- ☐ Are paid for by the State of Idaho for district use
- □ Make no predictability claims
- □ Out of program assessments

### Questions a district should discuss

Make decisions based on their consensus



### Interim Assessment Blocks

IABs

Grades 3-5 9 Blocks

Grades 6-8 9 Blocks

HS 8 Blocks

**ELA LITERACY** 

Grade 3 5 Blocks

Grade 4 6 Blocks

Grade 5 6 Blocks

Grade 6 6 Blocks

Grade 7 6 Blocks

Grade 8 5 Blocks

HS 17 Blocks

**Mathematics** 

Interim Assessment Structure and Understandings

# Comparison of ISAT and Interim Assessments

#### **ISAT BY SMARTER BALANCED**

- Take place outside of learning
- Aligned to Idaho Core Standards
- Comprehensive
- Computer adaptive
- Uses Smarter Balanced created and tested items
- Computer scored ~hand scored by the state

#### **INTERIM ASSESSMENTS**

- Take place outside of learning
- Aligned to Idaho Core Standards
- ICA or IAB uses same blueprint as ISAT
- Computer adaptive as available item counts are adequate
- Uses Smarter Balanced created and tested items
- Computer scored ~ hand scored by district\*

# Reporting



#### **ICA**

- Overall scale score same as summative assessment
- Claim Level
- ISR and Grade by School

#### **IAB**

- Report design still being finalized
- Similar to Claim level
- ISR Individual Score Report
- Results by grade for a SCHOOL

- Results available in reporting system 24-72 hours of completion
- Smarter Balanced Reporting System Overview 9/22/2014
- Preliminary Summative Blueprints Supporting Document 9/16/2-14

### **Achieve**

- Reflect and Plan
- Conduct the Inventory
- Analyze the Inventory
- Make recommendations

http://www.achieve.org/assessmentinventory



#### Student Assessment Inventory for School Districts

Actions the country, education, parents and students are saying that there is boo much betting in our schools and that testing is taking valuable time away from teaching and learning. These concerns are legitimate and ment attention, school district efficials have the opportunity to respond to concerns about over testing by leading a conversation among educators and the broader community that directly addresses the amount of testing – and points the way toward a more otherwise, educationally-sound approach to sessemment.

This Student Assessment Amentury for School Districts is a tool district leaders can use to take stock of their assessments and assessment strategy and do so from a student perspective. The tool supports a process by which district evaluate the assessments students are taking, determine the minimum testing necessary to serve essential diagnostic, instructional and accountability purposes, and work to remove that every district-mandated test is of high quality, in providing the information needed for specific school and district purposes, and is supported by discribes and motions so that assessment results are actually used and attentive to the students with help students. We encourage local district leaders who use the inventory to discuss the outcome with poverts and the school board. What tests have been eliminated? How will the remaining tests be used, and why are they important?

#### DISTRICT ASSESSMENT CONTEXT

Their piny a critical role in empressing beauting and inserting. They periodic conditioned missions that offices matches, passed, and students featurables to motions matches, passed, and students featurables to temption and workstemens, and a featurable good, the being good, the high temption and workstemens, and a featurable object to the high temption to the high temption and workstemens, and about the passed appears, who meads an obstitutemens, and when thempts is described interesting and, they can provide transmight making disclaimed investing, and, they can provide transmight making displaced not transmitted between, which most any variety angle interests for transmitted provinces, that could be used the other activities in the cultical day they, it is executed in the measure that develop appropriate passed that are could be an analysis of their activities in the cultical day they, it is executed in the measure that develop appropriate passed that are could be an analysis of the activities of the cultical day interest.

in two-many sharin's, there is small, the mean tending in philition to state olds possessents, directs often require many more district wide assessments. Shallents must also take disparates based from and polyco that are core to the instructional process. Southern sale still rather tests for college patrologies, piggerment or scheduleships. Over time, school diction or Individual schools may sald assessments characters for a specific abolist locate; ambabbed in new instructional materials, at in requests to a specific used such as modulating inscher; without new taking a comprehensive last at what has analised to analysis on a result, districts may have a platform of diagnostic, Economies, interiors and communitive assessments on pell as assessments for special populations. However, plainties have specificant current user solich tests to administer and the integral of time directed to being the example, a recent study broking at allowing expectation from the facilities from the special

CCBTASA deleter BISA District may use or adapt. If emilified, places attribute A blace and or title \$100.000 and \$100.0000 and \$100.000 and \$100.000 and \$100.0000 and \$100.0000 and \$100.0000 and \$10

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### Resources

- Building an Interim Assessment System: A Workbook for School Districts, CCSSO 2010
- Moving Toward a Comprehensive Assessment
   System: Perie, Marion, and Gong (2009)
- Interim Benchmark Assessments: Are We Getting
   Our Eggs in the Right Basket? Judith Arter (2010)
   http://www.sde.idaho.gov/site/formativeInterim/docs/Interim-Benchmark-Assessments-Paper.pdf
- Smarter Balance Interim Assessment
   http://www.smarterbalanced.org/interim-assessments/
- Idaho State Department of Education http://www.sde.idaho.gov/site/formativeInterim
- CCSSO High Quality Summative Assessment Principles, October 2013



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